



CURRICULUM FOR LEARNING

Policy and Practice at Ysgol Rhiw-Bechan

	Name	Signature	Date
Chair of Governors	Darryl Owen		Oct 2024
Head Teacher	Allyson Whitticase		Oct 2025





Curriculum for Learning Policy

At Ysgol Rhiw-Bechan, we are designing a bespoke curriculum that has the experience and views of our learners, and their families at its heart. We understand that designing a curriculum is a journey not a destination and we are all continuing to learn on this journey together.

Our Mission Statement:

”Ffrindiau Yn Cyd Ddysgu!”

Friends Together Learning Together

Our Vision Statement

At Ysgol Rhiw-Bechan we aim to provide an inclusive environment where we embrace ‘difference’. Each and every individual is encouraged to reach their true potential with our **four dragons** (core purposes) at the heart of learning.





Our Curriculum Vision

We are Ysgol Rhiw-Bechan,
Where four became one,
We learn and play together,
We're independent and have fun.
We're ambitious and capable,
Kind, thoughtful and caring,
With a voice of our own, a voice of our own
And the freedom to be daring.

'Neath the flag of our dragon,
Confident to grow,
Singing, dancing and laughter,
Only kindness we will show.
So come join us on our journey,
This family, this song
It's the place we all love x 2
The place where we belong.

Chorus:

Felly dewch i Rhiw-Bechan,
Da ni'n un teulu mawr
Ble mae ffrindiau yn cyd-ddysgu,
Mae'r daith yn dechrau nawr!

Unigolion mentrus
Sy'n gwybod be' di be,
Da ni'n deulu sydd yn hapus
ac yn mynd o le i le
Mae'r ddraig fawr goch yn hedfan yn fry,
Yn yr awyr yn cyhwfan,
Yn iach a hyderus, Yn iach a hyderus
Dewch, ymunwch yn ein cân!



POLICIES TO BE READ IN CONJUNCTION WITH THIS DOCUMENT

The following policies are available via the school's website:

- Planning Policy (CfW)
- Assessment Policy (CfW)
- Assessment for Learning Continuum (CfW)
- Feedback and Marking Policy (CFW)
- Additional Learning Needs Policy (CfW)
- Positive Behaviour and Relationships Policy



Our School Aims:

1. To provide purposeful and rich learning experiences which engage, motivate and inspire both pupils and staff so that children reach their true potential.
2. To nurture and encourage our children to have a strong understanding of their identity and own origins (Cynefin) in order to respect and understand the diversity of the world around them,
3. To encourage all children to achieve their best by having the confidence and ambition to become independent, curious learners in a happy, nurturing and stimulating environment.
4. To prepare all children for the opportunities, responsibilities and experiences of adult life, taking note of their moral, spiritual, cultural, mental and physical development at school and in the world.
5. To encourage children to develop a healthy and positive growth mindset by not being afraid to make mistakes so that they can grow into healthy and happy individuals.
6. To provide opportunities and experiences for children to develop integral skills such as critical thinking, problem solving, planning and organising, reflecting and understanding and generating ideas and exploring.
7. To build a holistic picture of each learner's development over time so that we can support the progression of individual learners effectively.
8. To ensure that all children have a voice of their own, value difference and celebrate individuality – ‘Difference is good.’



Equal Opportunities

We believe that every pupil has an entitlement to develop his/her full potential. Educational experiences are provided that help develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource that supports the learning of all – "Difference is good."

Section 64 of the Curriculum and Assessment (Wales) Act 2021 sets out a duty to promote knowledge and understanding of UN Conventions on the rights of children and persons with disabilities.

We strive to promote positive attitudes in children, staff, governors and parents so that children can fulfil their potential and make choices, unhampered by expectations based on any form of stereotyping. Ysgol Rhiw-Bechan is committed to promoting understanding of the principles and practices of quality, inclusion and justice. Our aim is to equip pupils with an awareness and respect of our diverse culture, and to appreciate the value of differences.

We are strongly committed to the notion that no member of the school community should be discriminated against on grounds such as Age, Disability, Ability, Gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation or language. We believe that this is essential to promoting ethically informed views with a strong sense of self-esteem. This will in turn lead to successful learning across a broad and balanced curriculum.

As a school in Wales we are particularly well placed to support children's development of an understanding of Equal Opportunities because of both our culture and our languages. We are aware of our culture and heritage and take a pride in it. We believe our awareness of culture contributes to our understanding of cultures around the world. As a dual stream school, each stream is treated with equal value with the same opportunities to work and play together. The culture and language of children with English as an additional language are embraced and treated sensitively by the school. All children should feel safe and secure, and have a voice at Ysgol Rhiw-Bechan.

The school follows the LA admissions Policy which promotes equality and diversity within admission procedures. The school seeks to include those with a particular physical disability, following all legal requirements and procedures. The school's Strategic Equality Plan and an Access Disability Plan is part of this process and can be accessed from the school or online along with the school's policy for Equal Opportunities and Diversity



United Nations Convention on the Rights of the Child

UNCRC

Children and young people have 54 rights under the United Nations Convention. These rights give children and young people what they need to grow up happily, healthily and safely.

Our children are given the opportunity to:

- Learn about human rights;
- Learn through human rights;
- Learn for human rights.

In 2011 Wales became the first country in the UK to make the UNCRC part of its domestic law.

The Right Way Approach supports the four purposes and learning in all Areas of Learning and Experience. The New Curriculum for Wales is linked directly to children's human rights. As a school we are in the process of developing this whole school approach when designing our own curriculum.

Human rights education is a cross-cutting theme of the curriculum in Wales, and the principles of a human rights education is informed by the UNCRC.

Participation is a key cross-cutting principle of both the UNCRC and the UNCRRPD. So as per new Curriculum guidance we are ensuring that our learners have the opportunity to participate in curriculum design.

The principles of a Children's Rights Approach are:

- Embedding children's rights
- Equality and Non-discrimination
- Empowering children
- Participation
- Accountability

At Ysgol Rhiw-Bechan we aim to ensure the Children's Rights Approach is embedded across our curriculum.



Positive Behaviour and Positive Relationships

Kiva and Incredible Years

Expected standards of behaviour are clearly set out and enforced in a positive way. Children do, from time to time make mistakes resulting in inappropriate behaviour.

When this happens, it is important for all concerned to keep a sense of proportion and for the child to understand that there is a clear link between the behaviour and any reprimand that follows. The school works closely with each individual to give them an opportunity to change their behaviour and mindset.

Ysgol Rhiw-Bechan is a lead school in following a Positive School Behaviour Policy and Anti-Bullying Guidance of KiVa.

This policy clearly sets out the school's expectations and outlines basic rules and a Code of Conduct which is followed if circumstances so demand.

There are also guidelines on how you as parents can help to encourage appropriate behaviour and prevent bullying at school.

Full copies of the Positive Behaviour Policy and Anti-bullying policies are available on request from the School Office, and the Headteacher is always happy to discuss any matters relating to Behaviour with individual parents and pupils.

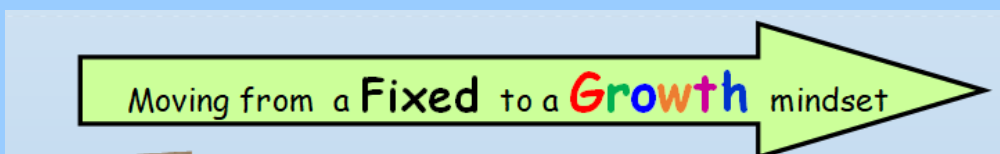


Mental Health and Wellbeing

At Ysgol Rhiw-Bechan having good emotional mental health and wellbeing, with a healthy growth mindset is at the heart of all we do.

Section 63 of the Curriculum and Assessment (Wales) Act 2021 sets out a duty to have regard to mental health and emotional well-being of children and young persons. This is aligned to Article 24 of the UNCRC.

We have adopted the concept of Growth Mindset. This has become a strong part of our school ethos in order to change the way our children think and perceive the world. It is all about changing our attitudes and approaches, about how they think and feel rather than what they can and can't do.



We hope to improve and develop pupils' self esteem and personal responsibility to become curious, confident independent learners. In turn this should prepare pupils for the challenges, choices and responsibilities of work, and for employment and lifelong learning.



Additional Learning Needs (ALN)

Our Ysgol Rhiw-Bechan family is a place where every pupil has the opportunity to develop their full potential in a nurturing environment. Individuality is celebrated and diversity is valued as a rich resource that supports the learning of all:

“Difference is good.”

“Friends Together, Learning Together. Ffrindiau yn cyd ddysgu.”

We recognise that all pupils arrive at school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Pupils who meet our criteria for having ALN will be supported by class teachers, teaching assistants and their learning environment.

The ALN aims of the school are:

- To meet the needs of all pupils through excellent teaching strategies, classroom organisation and differentiation.
- To have a whole school Universal Provision that addresses the needs of all pupils.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that early identification of a pupil's needs is made.
- To provide a fully inclusive environment and ethos.
- To use a Person-Centred Practice where the pupil, parents, school staff and outside support agencies are involved from the beginning in planning actions and ways forward to support pupils with ALN. Every pupil in the school creates their own one page profile which informs adults how best to support them.
- To ensure that parents are kept regularly informed of their child's progress
- To ensure that ALN pupils are involved, where practical, in decisions affecting their future ALN provision
- To work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social services, Early Help services and other NHS services

The school adheres to the Powys Vision 2025 Plan in ensuring that all children and young people are supported to achieve their potential. The advice and guidance set out within this document consider all the current legislation and guidance, including the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Education Act (1996) and Equality Act (2010).



Additional Learning Needs (ALN)

Providing for Children with Additional Learning Needs

In line with the Additional Learning Needs Code for Wales 2021, the rights-based approach underpins the principle of the ALN system which includes the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and references the principles of the Children's Commissioner's Right Way approach.

The participation of children and young people in decision making about their ALN is an essential part of the rights-based approach and at Ysgol Rhiw-Bechan we ensure our children are at the heart of this process, through our Person-Centred Approach.

We follow a graduated approach to meeting the learning needs of all children and young people. This approach follows the Powys County Council Inclusion Pathway. The pathway has the following stages:

- Emerging Needs
- Universal Learning Provision (ULP)
- School IDP
- LA IDP

All children with ALN are placed on the Powys Inclusion Platform **TYFU**. This is where all records such as a One-page profile, Universal Learning plans, meetings and panel decisions are recorded. This is to ensure there is a multi-agency approach.

The school has effective procedures for early identification of children with Additional Learning Needs. Strategies are agreed by parents, the class teacher and the ALNCo (Additional Needs Co-ordinator). Staff are trained in meeting the particular needs of individual children where appropriate.

ALNCo:

The Additional Learning Needs Co-ordinator (ALNCo) builds on the thorough knowledge they acquire on the children when they come into school through regular discussions with parents.

The ALNCo works closely with all members of teaching staff to identify children who may need extra help to ensure their education gets off to a really good start. Late arrivals (ie. pupils who come into classes higher up the school) are automatically screened in order to identify any special needs which they may have.

Appropriate Support is provided by our Learning Support assistants along with class teachers who follow the programmes outlined in the child's Individual Development Plan.

In this way, children work on skills such as Literacy and Numeracy at a level appropriate to their potential, and are also supported in their access to the wider curriculum.

The school also ensures that there are appropriate opportunities to challenge pupils of all abilities, ranging from More Able and Talented pupils to those who need support to improve their basic skills in Literacy and Numeracy



Cynefin

Ysgol Rhiw-Bechan opened its doors in September 1995 after the closure of four village schools:

- Manafon Primary School
- Bettws Cedewain Primary School
- Pantycrai Primary School
- Tregynon Primary School

We are a rural area school who serves four close knit communities. The school is a dual stream area school (DS) where pupils can be educated either through the medium of Welsh or through the medium of English.

As a school we embrace the ethos of 'Cynefin'. Cynefin is a Welsh word that cannot be directly translated into English but actually means a place of belonging. As a school, we feel that it is vital that the children in our school family have a strong understanding of their identity and the world which forms their Cynefin. By doing this we hope that they will develop a deep rooted understanding of their own origins, and will respect and understand the diversity of the world around them, making stronger connections to people, places and histories not only in Wales but across the world.

We are fortunate to have a very strong and supportive community around us consisting of parents, governors and members of the surrounding area. These valuable relationships and sense of community aid in the holistic development and wellbeing of our children.



Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education (RSE) involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral, spiritual, cultural, mental and physical development at school and in the world. It is mandatory and considered as par to the Health and Wellbeing Area of Learning as well as being a crosscutting them across all learning.

The **RSE Code** requires schools to design an RSE curriculum around broad interlinking learning strands. This is mandatory. These are:

- Relationships and identity
- Sexual health and wellbeing
- Empowerment, safety and respect

The strands are presented as three phases. As a general guide, ages are attached to each phase as a general guide (from age 3, 7 and 11). However, we recognise that all children develop at different rates and take account of everything we know about a learner's cognitive, social and emotional development when introducing RSE strands.

RSE and Parents:: Update RSE meetings are regularly held with parents to ensure their knowledge and understanding of the RSE curriculum. The material relating specifically to human reproduction is incorporated into the Year 6 programme and is composed of the relevant aspects of the Science and Technology and Health and Wellbeing AOLE's. Therefore, this course material will be offered to the pupils of Years 5 and 6 on a two-year programme during the Summer Term.

RSE and Learners:

Learner involvement is again integral to this part of the curriculum. As per Article 12 of the United Nations Pupil participation, such as the school council and Health and Wellbeing Committee allows learners to express their views on their needs at different stages. Years 5 and 6 Children who have may have previously participated in the RSE programme will have the opportunity to comment on the appropriateness of it, making suggestions about the timing, content, resources and delivery of the programme. This feedback will be used to monitor and review the programme regularly.

Resources: The main resources used to support the RSE programme are:

- Growing up resources (Tyfu y fyny) made by Healthy Schools Wales
- NSPCC.org.uk • SENSE DVD's - making sense of growing up and being safe.
- Kiva—Positive Behaviour/Relationships and Anti-bullying programme.



Religion, Values and Ethics

Religion, Values and Ethics (RVE) is the name the Welsh Government has given to Religious Education in the Curriculum for Wales. RVE is mandatory for all learners aged 3 to 16.

RVE sits within the Humanities Area of Learning and Experience. RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance on Hwb, all schools in Powys must have regard to the Powys Agreed Syllabus for RVE when designing their school curriculum.

Links to Children's Rights Religion, values and ethics

(RVE) education enables children to experience and understand their rights. These include their human rights to freedom of religion thought and conscience (Articles 14 of the UNCRC), their rights to cultural participation (Articles 15 and 31 of the UNCRC) and their right to their own identity (Articles 2, 7 and 30 of the UNCRC).

At Ysgol Rhiw-Bechan RVE is taught through:

- Explicit teaching of world beliefs
- Exploring ideas through "Big Questions"
- Encouraging all pupils to see links with real world events
- Reflection on our world and how we can make a difference
- Opportunities to study local and global contexts referring to the Sustainable Development Goals
- Developing critical thinking skills
- Age-appropriate collective worship time and reflection
- Stories, school events and visitors and real-life experiences



Agreed Syllabus for Religion, Values and Ethics Based on the Curriculum for Wales Guidance

It is the local authority's responsibility to monitor the statutory provision of RVE, and they are supported in doing this by the Powys Standing Advisory Council on Religion, Values and Ethics (SACRE).

The LA has a legal duty to review the Agreed Syllabus every five years.



POWYS Agreed
Syllabus for RVE 2023

The RVE statutory guidance can be accessed via Welsh Government's Hwb website:

[Hwb: Religion, Value and Ethics Guidance](#)



Our School Structure

At Rhiw-Bechan we aim to provide an environment that meets the needs of our learners in a creative and purposeful way. The school has two language streams and both streams work in parallel wherever possible to ensure equality of opportunity and experience. Children have the opportunity to develop their investigative skills through a range of experiences both indoors and outdoors, on and off site.

Current class structure:

This is the general class structure, but it can vary pending numbers in each language of learning.

Welsh Stream

Derbyn

Blwyddyn 1

Blwyddyn 2 a 3

Blwyddyn 4, 5 a 6

English Stream

Reception, Year 1 and Year 2

Years 3 and 4

Years 5 and 6

Class teachers have the opportunity to plan together ensuring that there is consistency across streams and progression in learning across the school. Planning begins with the 4 purposes at the heart of all learning experiences. We develop skills through teaching in varying group sizes, through a range of pedagogical approaches.

12 Pedagogical Principles

Our teachers teach through a range of approaches, not restricted to, but including those outlined in the 12 Pedagogical Principles.

Focus on the 4 purposes.

Support sustained effort to reach high but achievable expectations.

Employs a range of pedagogical approaches including direct teaching.

Promote wider skills including problem solving, creative & critical thinking.

Build on previous knowledge and experiences.

Create authentic contexts for learning.

Use assessment for learning.

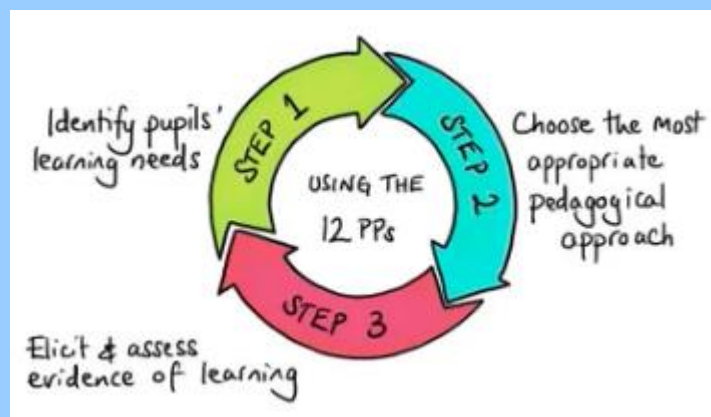
Make connections within & between AoLes..

Reinforce cross curricular skills of LNF and DCF.

Support learners to take responsibility for their own learning.

Support social and emotional development & positive relationships.

Encourage collaboration.





Purposeful Planning and Learning

“Before we can find out what our learners are learning, before we can give feedback, before we can engage our learners as resources for one another and as owners of their own learning, we have to be clear about where we are going.”

Dylan Wiliam

We believe that to get the best out of all our learners (and that includes staff) we have to offer rich and exciting experiences. We are committed to developing a curriculum which engages, motivates and inspires our pupils and staff. We encourage teachers to have the freedom to teach in ways they feel will have the best outcomes for their learners. Emphasis is on the acquisition and application of skills and knowledge through authentic experiences and active learning.

All children contribute to their curriculum, ensuring that they have opportunities to influence their learning through class EPIC planning (Everyone Planning In Class) at the beginning of each term. Each term starts with a launch day to reveal the new topic. This could be through dressing up days, school-based activities and the use of visitors to ensure effective learner engagement from beginning of the term. Wherever possible we consider Cynefin, a Welsh word that means a place of multiple belongings, and promotes the use of the community that surrounds the learners.

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn, refine and apply new knowledge and skills in different situations. Every opportunity is used to develop the whole learner within real life contexts.

Learners get a deep understanding of how to thrive in an increasingly digital world. We follow a digital competence framework developing digital skills across the curriculum, whilst preparing them for the opportunities and risks that an online world presents.

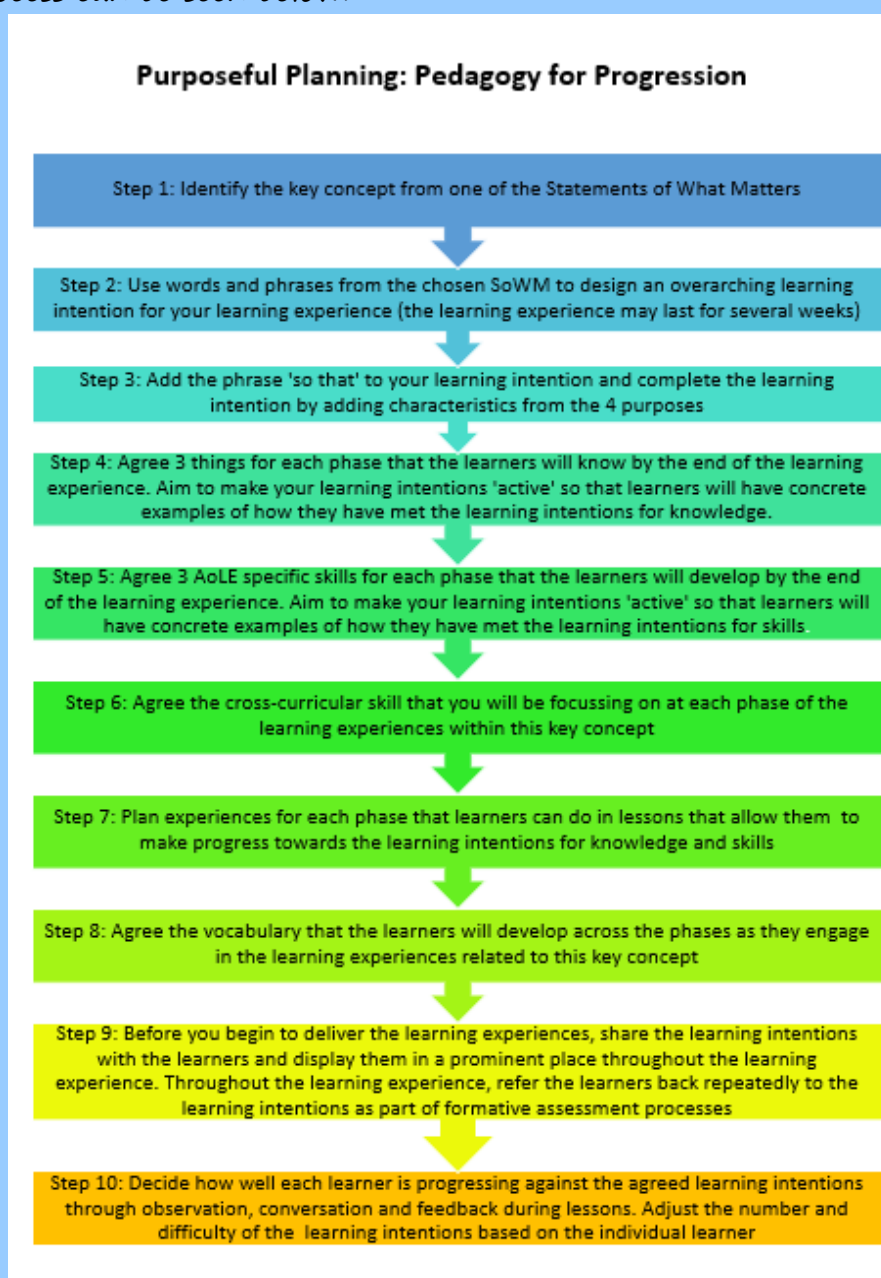


Purposeful Planning and Learning

All teachers ensure that learners are ambitiously planned for, within a progression step relevant to their need. Each AoLE has a number of what matters statements, which ensure breadth, and coverage of the fundamental key concepts.

The Curriculum for Wales set out clear descriptions for learning within each area of learning and experience. Teachers skilfully plan from these to ensure every pupil receives the support they need to make maximum progress. Teachers use the PPA time effectively to plan, prepare and assess learning within their classes. This takes the form of the skills, knowledge and experiences that each child needs to be able to progress.

The planning process can be seen below:





Progression Steps:

As a guide to planning, the school has mapped out expectations for each year group. However, it should be noted that learners may be above or below the descriptions of learning within that particular progression step. A child's progression step is not a 'best fit' model but a way to plan for an individual's progression in different areas of learning.

Year Group	Progression Step
Reception/Derbyn	PS1
Year 1/Blwyddyn 1	PS 1/2
Year 2/ Blwyddyn 2	PS 2
Year 3/ Blwyddyn 3	PS 2
Year 4/ Blwyddyn 4	PS 2/3
Year 5/Blwyddyn 5	PS 3
Year 6/ Blwyddyn 6	PS 3/4

As a school we promote inclusivity throughout learning, 'stage not age' Activities are planned to be ability appropriate with an element of challenge for each child to strive to reach their potential and be the best that they can be.



Approaches to Teaching and Learning:

Teachers plan and prepare learning with a clear understanding of pedagogy.

Whole school topics are planned mutually with staff and children together. Each topic or theme begins as a Learning Intention based on a 'What Matters Statement':

Learning Intentions should be:

Be Clear



In terms of content and language learning intentions must be crystal clear for every member of the class.

Be Specific



The teacher and learners know exactly what needs to be learned and how.

Desirably
Difficult



The level of challenge provided by the learning intention should be desirable for all learners.

An example of a Learning Intention:

Learning Intention: To explain how human actions can impact future sustainability and climate change **so that** we can make informed decisions and show our commitment to the sustainability of our planet.

The inclusion of 'so that' in the Big Question gives the concept a context and the learners an understanding of not just **WHAT** they are learning but **WHY** they are learning this.

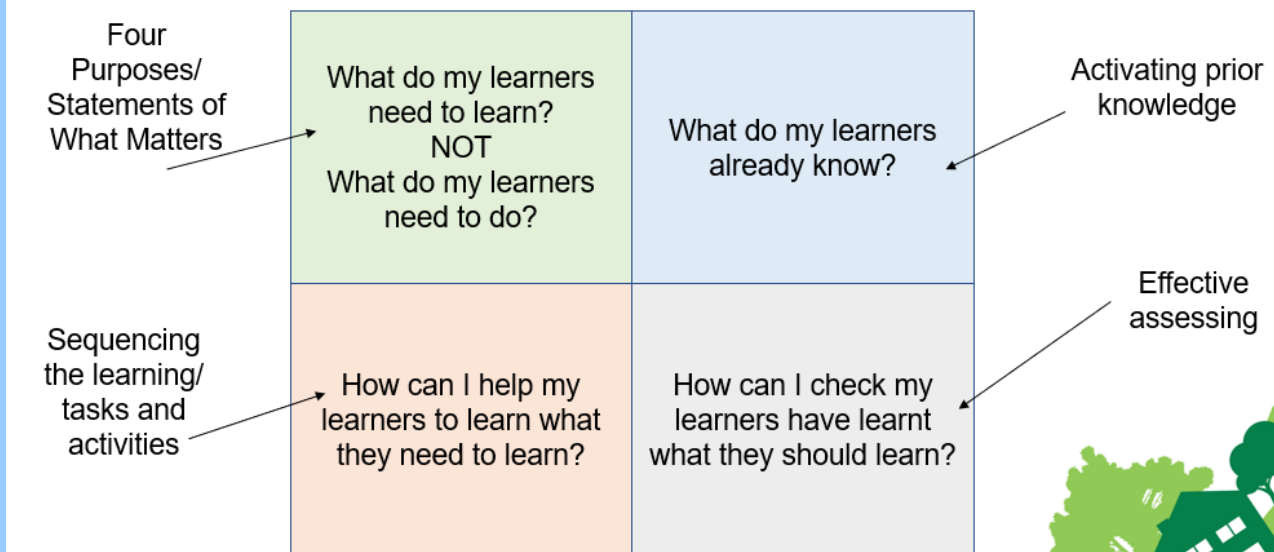


Approaches to Teaching and Learning:

Within any given lesson, adults in the classroom consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning. This approach is regarded as the "backwards model of planning" which moves away from the traditional model of planning from content.

"It's not what am I going to teach today, it's what do my pupils need today!" Graham Donaldson.

Learning Intentions – Sharing, clarifying and understanding





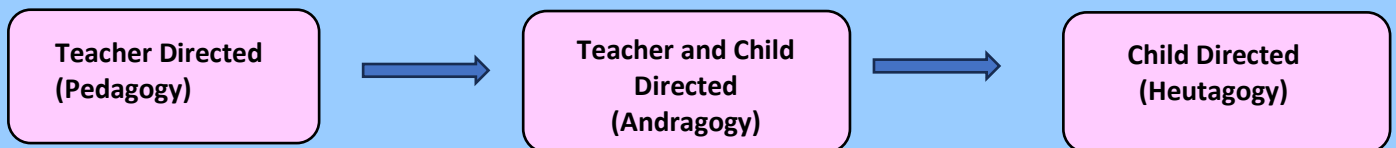
Creating an environment of Independent and Self-Motivated Learning:

Independence and interdependence isn't a natural process as pupils get older. Our curriculum carefully considers how our teaching and learning can scaffold and promote progress.

As the child moves away from being directed by the teacher, they will be encouraged to make choices in their learning (andragogy).

At a more advanced stage of independence, learners will use the understanding of "what they need to learn" to help inform their choices of "how they are going to do it" (heutagogy).

As new learning is introduced the child will need more teacher direction and a more teacher-led approach – Pedagogy.



	Learning	Understanding	Applying
	Pedagogy	Andragogy	Heutagogy
Dependence	Learner is dependent	Learner is independent	Learner is interdependent
Learning Resources	Teacher driven and controlled	Learner and teacher controlled	Learner and teacher provided. Learner negotiates path
Learning Focus	Skill and concept prescribed	Task or problem solving. Negotiated	Problem finding. Learner driven
Motivation	External	Internal	Self-efficacy
Teaching Role	Process designer, knowledge holder, director	Enabler, collaborator	Capability builder

Terry Heich – teachthought.com



Teaching and Learning approaches:

Striving for heutagogy (self-efficacy and self-direction) is the most difficult aspect of our curriculum design as giving pupils “choice” can lead to lack of “challenge”.

Therefore, our style of teaching ensures that there are opportunities for both discrete and integrated approaches to teaching and learning. During discrete learning sessions, our learners are able to develop knowledge and skills in preparation for applying these skills during integrated learning.



Examples of this include activities such as maths where skills are taught discretely with an opportunity to apply these learnt skills through authentic contexts or cross curricular learning.





Teaching and Learning:

Underpinning this learning are the Integral Skills:

Learners are challenged through effective questioning from adults, peers or of themselves. Given that the four purposes are underpinned by four integral skills, teachers use these to plan activities that will promote and support effective learning.

We encourage our pupils to develop these skills under four areas:

1. Planning & Organisation
2. Personal Effectiveness
3. Critical thinking & problem solving
4. Creativity & Innovation



Critical thinking & problem solving

Critical and logical processes to analyse and understand situation and develop responses and solutions.



Planning and organisation

Implementing solutions, executing ideas and monitoring and reflecting on results.



Creativity & Innovation

Generating ideas, openness and courage to explore ideas and express opinions.



Personal effectiveness

Reflecting on and understanding oneself and others behaving in effective and appropriate ways, being an effective learner.



Assessment and Progression

Assessment is an ongoing process which is indistinguishable from learning and teaching. It needs to identify, capture and reflect on learners' progress over time in a meaningful and manageable way. It is fully inclusive and considers the progress of all learners in both a formative and summative assessment context in order to improve and inform teaching and learning. We give our children regular and consistent feedback on their learning so that they understand what it is that they need to do better. This allows us to base our planning on a detailed knowledge of each pupil. Parents open evenings are offered bi-annually with a written report provided at the end of the academic year.

Our aims and objectives of assessment are:

- To enable our learners to demonstrate what they know, understand and can do in their work;
- To help our learners understand what progress they have made and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each pupil;
- To provide regular information for parents to show the progress their child has made and enable them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

With all stakeholders working together, we aim to build a holistic picture of the learner's development. We believe this enables us to support the progression of each learner in our care effectively.

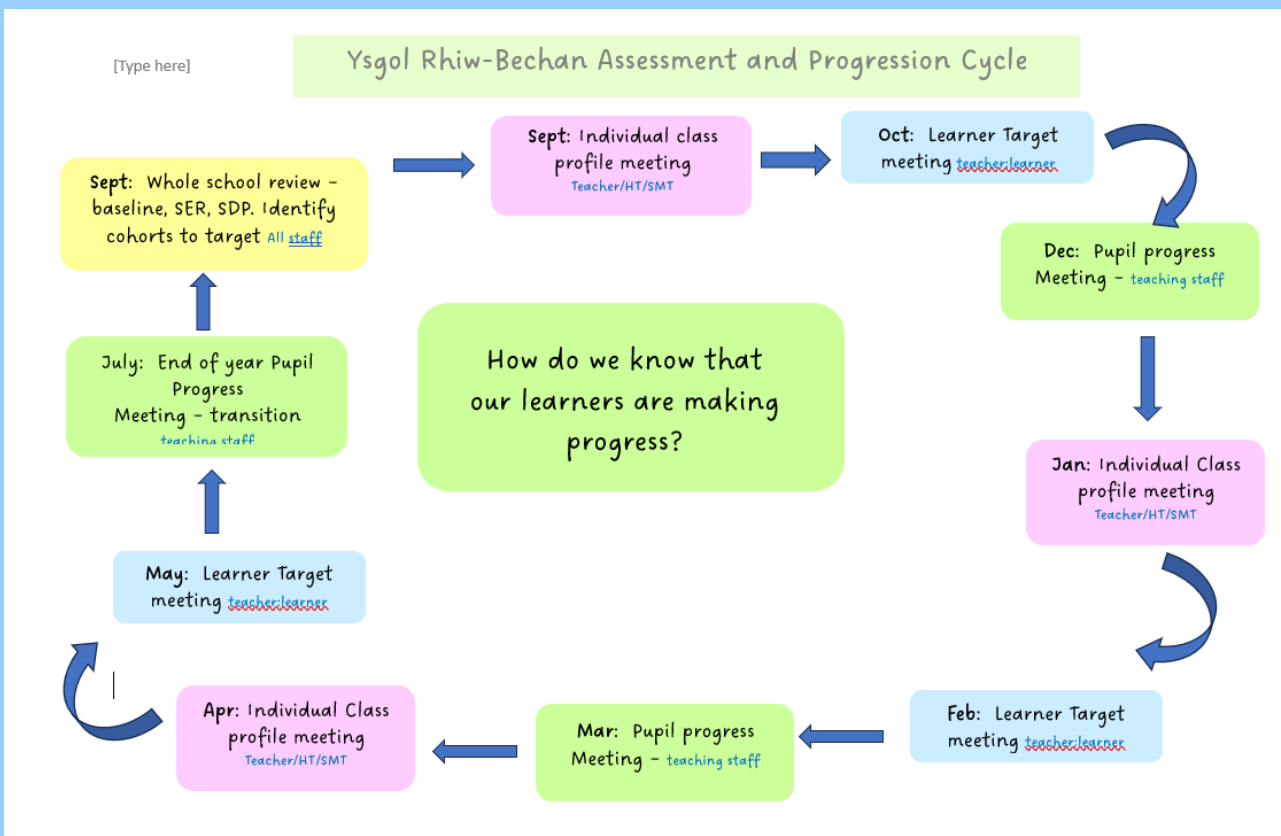


Assessment and Progression

Assessment has 3 roles in the process of enabling learner progression:

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice.

At Ysgol Rhiw-Bechan individual, class and whole school progression is monitored via the process below:



When Planning and Assessing Progress teachers are expected to use the Principles of Progression:-

- Increasing effectiveness
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts



Feedback for Learning

At Ysgol Rhiw-Bechan, we believe that all children should be challenged in order to reach their potential. Feedback to pupils is clear, and staff ensure that pupils understand their next steps, and/or what they need to do to improve their work.

The school has a robust Feedback for Learning Policy providing all staff with a consistent, yet progressive approach to feedback to pupils. We mark children's work and offer feedback in order to:

- ✓ Assess children's progress and learning.
- ✓ Show that we value their work, and encourage them to do the same.
- ✓ Boost self-esteem and aspirations, through use of praise and encouragement.
- ✓ Give a clear general picture of how far they have come in their learning, and what the next steps are in order to raise standards.
- ✓ Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- ✓ Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- ✓ Share expectations.
- ✓ Gauge their understanding and identify any misconceptions.
- ✓ Provide a basis both for summative and for formative assessment and inform individual progress.
- ✓ Provide the ongoing assessment that should inform future lesson-planning.
- ✓ Provide a consistent approach and continuity throughout the school so that children have a clear understanding of teacher expectations.



Our Learning Environment

At Ysgol Rhiw-Bechan we aim to provide a happy, nurturing and stimulating environment where children have the freedom to achieve. We aim to provide a physical and emotional environment that encourages curiosity, learning and achievement.

The learning environment is a means of adding greater depth and breadth to pupils' learning as well as playing an important role in supporting the well-being of our learners. It raises self-esteem, celebrates what we do and encourages pride in the classroom and school.

The learning environment, whether indoor or outdoor, should be calm, welcoming, organised and stimulating.

In our learning environment:

Areas are kept tidy!

There is a 'buzz' of acceptable noise and our teachers lead by example.

We have access to the resources we need.

We tidy up after ourselves.



We know and understand the rules and boundaries.

We have access to the outdoors.

We have enough room to complete our tasks.

Everything is labelled clearly so that we can be independent and know where to find everything.

We have independent access to the resources we need.



Expectations for Learning – The Teacher:

The teachers will...

- Keep a consistent focus on the four purposes of the curriculum.
- Challenge all learners.
- Encourage sustained effort and growth mindset.
- Use a blend of pedagogical approaches to promote problem solving, creative and critical thinking.
- Build upon previous knowledge.
- Create authentic contexts for learning.
- Employ assessment for learning principles.
- Teach across all areas of learning and experiences.
- Reinforce cross-curricular responsibilities including literacy (Welsh and English), numeracy and digital competency.
- Provide opportunities for pupils to practice their skills in real life situations.
- Encourage pupils to take responsibility for their own learning.
- Support social and emotional development.
- Encourage independence and interdependence.
- Value the integral skills within their planning.
- Monitor the progress a child has been making with reference to the Principles of Progression.



Expectations for Learning – The Learner:

The pupils will...

- Build on from what they know.
- Ask questions about their learning.
- Value their own and others' ideas
- Not be afraid to make mistakes and learn from them.
- Make choices about their learning including when to use ICT.
- Have time to reflect on own and others' work.
- Challenge themselves.
- Use a range of approaches to learning.
- Enjoy working together and on their own.



Curriculum Checklist for Staff – Wellbeing

Social and Emotional Well-Being

Provide opportunities for learners to talk about feelings and needs throughout the day using the YRB self-regulation tools when necessary

Encourage pupils to talk through their understanding of learning, their actions and emotions.

Make changes to the environment to suit the needs to the learners when necessary such as routines, displays, groupings, resources, self regulation tool

Create an emotional environment which actively supports pupils to talk about their feelings



Curriculum Check list for Staff – Extending Language

Bilingualism and developing the Welsh language is integral at Ysgol Rhiw-Bechan. Language development should be encouraged in both streams.

Extending Language	
Create an environment where learners are encouraged to lead conversations.	
Encourage effective interactions between learners by encouraging them to participate in purposeful conversations, questions and listening.	
Play/work alongside learners to aid language development and take cues from them to develop imagination and creativity,	
Support language development by modelling appropriate grammar slightly above the child's current level.	
Provide one to one feedback to every pupil at some point in the day.	
Promote an inclusive environment to ensure every child feels included in all activities.	



Curriculum Check list for Staff – Supporting Learning and Critical Thinking.

Supporting Learning and Critical Thinking	
Generate Big Questions through daily working	
Activate prior knowledge discussion, own experiences and previous learning.	
Plan for a range of visitors, experiences and authentic contexts.	
Effectively utilise the local environment, Wales and the wider World to link learning to global contexts.	
Use objects, videos and resources effectively to inspire probing questions and problem raising.	
Provide visual learning opportunities by modelling metacognition and problem solving processes.	
Provide opportunities for pupils to plan their own learning through EPIC (Everyone Planning In Class) time and Missions.	
Provide opportunities for pupils to raise problems and solve them in a way that suits them.	
Encourage pupils to plan, undertake and reflect on their learning, linking to four purposes when appropriate.	
Evoke excitement through strategies such as treasure hunts, code breaking, investigations etc.	
Use factual and authentic materials to support learners' knowledge and understanding of concepts.	
Engage learners with stories, songs and authentic materials to promote effective questioning, evaluation and prediction.	
Plan for a focus on each of nine reading behaviours in cross curricular contexts.	
Model scientific and problem solving approaches through talk and action.	
Use correct key and technical vocabulary and link these to learners' own experiences.	
Encourage parents/carers to join in with activities and explorations.	



Curriculum Check list for Staff – Assessing Learning

Assessing Learning	
Observe, provide learners with instant feedback, ask open ended questions, and scaffold where appropriate.	
Highlight strengths and difficulties and give clear instruction on next steps to success.	
Adhere to the Feedback for Learning Policy.	
Promote growth mindset including resilience at all opportunities – Rhydian Resilient, Emrys Effort and Wna Wmff	
Encourage learners to provide one another with positive and supportive feedback.	
Work with the learner to provide next steps in a specific activity or in general through the Learner Target Meeting.	
Share observations and assessments with parents/carers so that they can support at home.	



Curriculum Check list for Staff – Class Ethos

Class Ethos	
Set clear boundaries and expectations of behaviour as per the Positive Behaviour and Relationships Policy	
Promote consideration and respect toward others including the good manners courtesy.	
Ensure school values are clearly displayed in the class	
Meet all learners' need through planning curricular and extra curricula activities to enable pupils to discover new interests and develop existing ones.	
Challenge pupils and build expertise and mastery.	
Encourage sustained participation over time (Growth mindset)	
Ensure that ALL pupils benefit equally from what we offer.	



Curriculum Check list for Staff – Building Independence and Interdependence

Building Independence and Interdependence	
Value learners' views in planning their environment.	
Build upon the skills and knowledge learnt by providing opportunities to apply their knowledge e.g. through Mission Time, Mantle of the Expert approach.	
Plan from four purposes and integral skills to ensure readiness for real life.	
Plan flexibly and meet the needs and interests of the pupils through cross curricular approaches.	
Engage in activities to model and promote discussion.	
Provide opportunities through activities where pupils can follow their own lines of enquiry.	



Curriculum Check list for Staff – Displays in classrooms and corridors

Displays	
Clear title – bilingual (English medium classes) with eye catching lettering but not over stimulating	
3D with interactive elements where appropriate to bring 'learning to life' – use books, artefacts linked to the topic.	
Good quality and well presented - Work mounted on clean and neutral background.	
Key and technical vocabulary and key questions displayed	
Alphabet clearly seen.	
Use of dyslexia friendly displays – consider font, background and colours	
Success Criteria – if appropriate	
'Bump It Up Wall' and Learning Pit clearly seen	
Differentiated quality examples of work but ensure a celebration of every child's work at some point.	
Cross -curricular – Literacy, Numeracy, Digital	
A variety of written text styles (handwritten and use of computer)	
Four dragons, integral skills and 3 heroes.	
QR codes	
Quotes and children's thoughts and ideas captured	

Display DON'TS!!	
NO STAPLES IN WALLS	
NO HEAVY STAPLING – STAPLE AT AN ANGLE	
Remove old backgrounds – use natural hessian background where possible.	

